



*Half-Day
Conference
April 24, 2021*



The Love of

SHOW WHAT YOU LEAD TO

TEACHING





Dr. Paul Miller
ELITE Professional Development Director



MC MONTGOMERY
COLLEGE



Schedule

10:00-10:05 a.m. Welcome. Dr. Paul Miller, Professional Development Director

10:05-10:10 a.m. Dr. DeRionne Pollard, Montgomery College President

10:10-10:15 a.m. Dr. Sanjay Rai, Senior Vice President for Academic Affairs

10:15-10:20 a.m. Dr. Michael Mills, Vice President of ELITE

10:20-11:20 a.m. Keynote Presentation. Dr. Alla Webb and Mr. Ray Gonzales

11:20-11:40 a.m. Breakout Session 1

11:40-11:50 a.m. Team Reports

11:50-12:10 p.m. Breakout Session 2

12:10-12:20 p.m. Team Reports

12:20-12:25 p.m. Wrap Up

12:25-12:30 p.m. Raffle and Closing

Dr. DeRionne Pollard Montgomery College President



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Dr. Sanjay Rai

Senior Vice President for Academic Affairs



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Dr. Michael Mills
Vice President of ELITE



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Culturally Responsive Teaching in the Remote Environment



Dr. Alla Webb
Professor Ray Gonzales



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*Culturally
Responsive Teaching
(CRT) in the Remote
Environment*

Alla Webb

Ray Gonzales

Montgomery College, MD

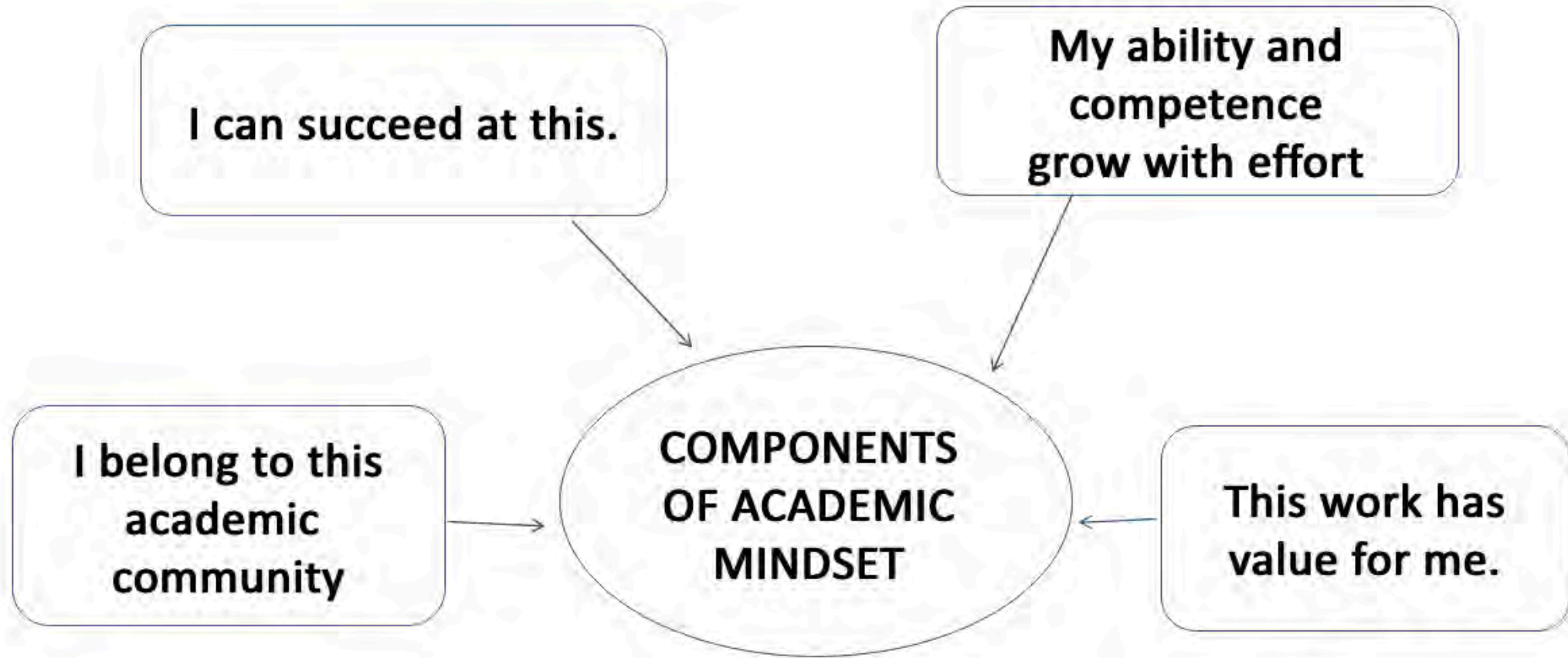


Outcomes

Upon completion, participants will be able to:

- Describe Culturally Responsive Teaching (CRT), its principles and practices.
- Identify key characteristics and dimensions of Culturally Responsive Teaching (CRT.)
- Identify CRT principles and discuss how they can be applied to their teaching practices

CRT and the Student Academic Mindset



(Hammond , 2015)

CRT and Equity



[source Creative]

CRT is Multi-Dimensional



Societal: Equity, Justice,
Inclusion



Neurological: Learning
facilitation



Personal: Self-reflection
and Awareness



Instructional: Classroom
Practice



Culturally Responsive Teaching(CRT): A Definition

“Utilize information about our students’ backgrounds and learning to tailor instruction in ways that increase their opportunities for success.”

(MC Teaching to Increase Diversity and Equity in STEM Grant Project, 2014-2017)





CRT's Target Populations

- Historically:
 - Students of color
 - Low-income students
 - Second language learners
- More recent target populations
 - Women in STEM
- Dependent learners (Hammond, 2015)

Students facing difficulties with SRT

Discussion:

Which students are particularly affected by SRT (structured remote teaching)?
Why and how?

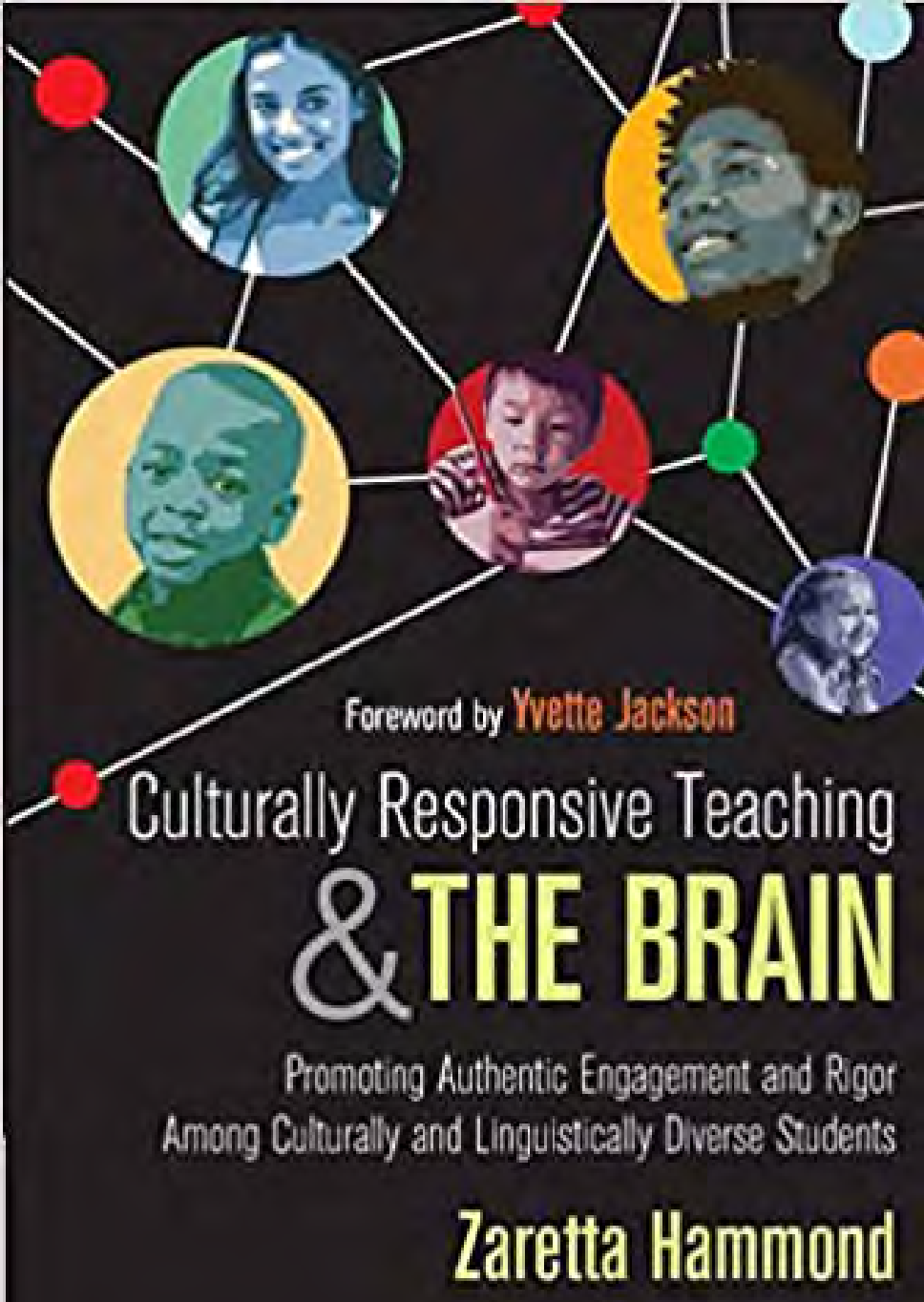
Post your thoughts in the chat.



CRT: The Self-Reflection/Awareness Dimension

- CRT requires ...
 - examining our assumptions about teaching and learning.
 - recognizing our privilege and many of our students' lack thereof.
 - uncovering our unconscious biases.
 - constantly evaluating our teaching.

*** By its nature, the self-reflection dimension of CRT may be uncomfortable at times.



Essence of CRT: Facilitate Learning

- Remove obstacles to learning
- Maximize learning capacity
- Help students to become independent learners

(Hammond, 2015)



CRT: Remove Obstacles to Learning

“Do no unintentional harm”

Micro-aggressions: subtle, everyday verbal and nonverbal slights, snubs, or insults which communicate hostile, derogatory, or negative messages to people of color based solely on their marginalized group’s membership (Sue, et al., 2007)



Examples of Microaggressions

- Failing to learn to pronounce or continuing to mispronounce the names of students after they have corrected you.
- Setting low expectations for students from particular groups, ...
- Calling on, engaging and validating one gender, class, or race of students while ignoring other students during class.

([https://www.messiah.edu/download/downloads/id/921/Microaggressions in the Classroom.pdf](https://www.messiah.edu/download/downloads/id/921/Microaggressions%20in%20the%20Classroom.pdf))



Microaggressions and the Online Teaching Environment

We as instructors may be under greater stress in the online environment




Less self-monitoring



Increased likelihood of microaggression

(Souza, 2020)



Mitigating the Impact of Microaggressions in the Remote Environment

- Be aware of how students may feel communicating in this environment
- Show that you care
- “...co-construct group/community agreements to hold each other accountable to certain ways of engaging (Noah & Souza, 2018)”

(Souza, 2020)

Dealing with Microaggressions: “Open The Front Door” (OTFD)

Example:

I noticed that an individual was asked to speak for an entire group (**Observe**). I think we need to resist this temptation because it's a lot to place on someone to ask them to speak for a whole community (**Think**). I feel uncomfortable with this request (**Feel**) and would like us to follow our group agreements and simply ask others to speak for themselves (**Desire**).

(Souza, 2020)

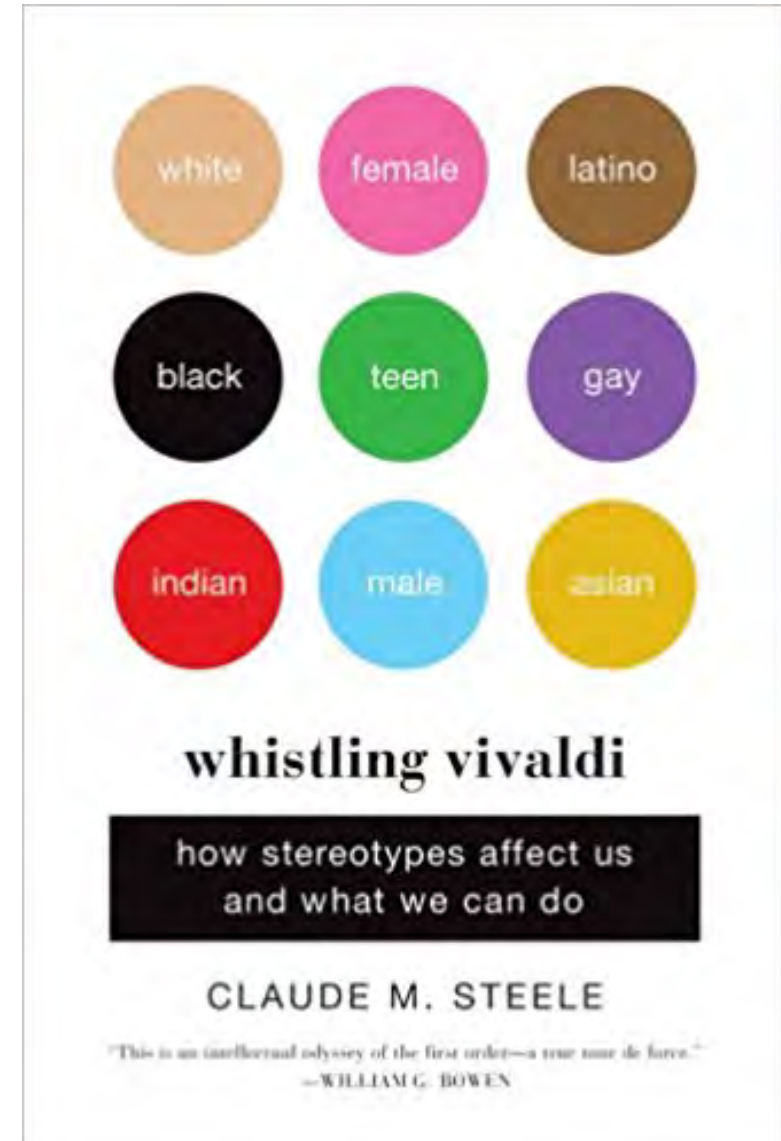
“Responding to microaggressions is not about punishment, but rather creating an accountable space where students can address difference and diversity in productive ways (Sue, 2010). When microaggressions occur, doing nothing is a damaging option (Souza, et. al., 2016). Instead, we can engage thoughtfully and purposefully in strategies that foster learning and model the skills needed in responding to microaggressions in any context (Souza, 2016).”

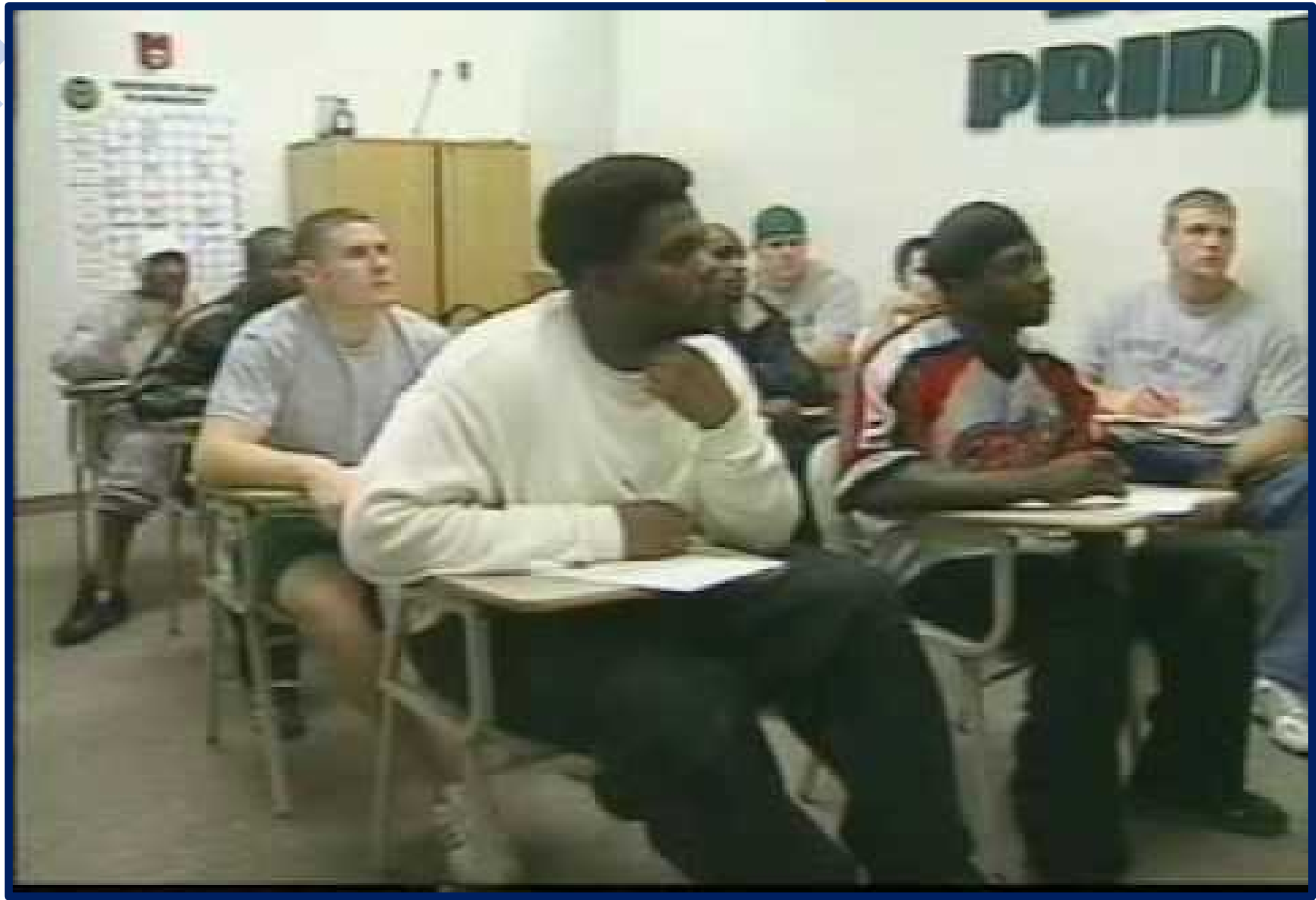
- (Souza, 2020)

CRT: Remove Obstacles to Learning *Stereotype Threat*

Definition: A socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies (Steele & Aronson, 1995).

[What is Stereotype Threat? - Definition | What is Psychology?](#)





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"Stereotype threat"

Stereotype threat occurs when people become aware of a stereotype about a group that they belong to (e.g. based on race, gender, disability, etc.). As a result, their performance on tasks in which the stereotype has been “triggered” is impaired.



whistling vivaldi

how stereotypes affect us
and what we can do

CLAUDE M. STEELE

"This is an intellectual odyssey of the first order—a true tour de force."
—WILLIAM C. ROWEN

Examples of Stereotype Threat Effects in "Whistling Vivaldi" (studies)

- White students at Princeton suffered lower golf scores when they were told they were being tested for "natural athletic ability" (compared to a group that was told nothing)
- Black students at Princeton had lower golf scores when told they were being tested for "sports strategic intelligence" (compared to a group that was told nothing)

Effects of Stereotype Threat on Student Mindset

Lower performance on academic tasks (Good, Aronson, Harder, 2008) (example: Note-taking skill reduced by stereotype threat)

Decreased persistence and sense of belonging (Appel et al., 2011)

Reluctance to speak up in class and take leadership roles (Cohoon, 2019)

Activity
Poll 1

CRT: Remove Obstacles to Learning

Be Aware of Unconscious (Implicit) Bias

“ ... **implicit bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.” (Kirwan Institute, 2015)

How to Reduce Bias

- **Grade anonymously** (to mitigate the effect of unconscious bias)
- **Establish clear policies** (to ensure students are held to the same standards)
- **Learn students' names** (to enable you to engage all students equally)
- **Listen to students' experiences** (to see how you can create a supportive environment)

(Lewis)



Implicit Association Test (Project Implicit, Harvard University)

<https://implicit.harvard.edu/implicit/takeatest.html>

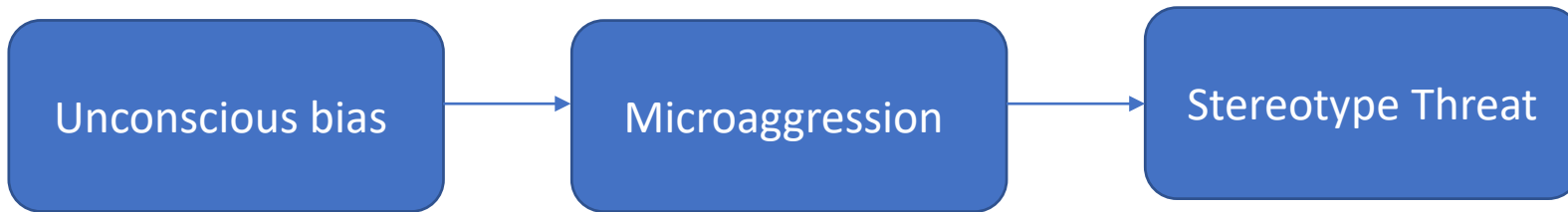
The screenshot shows the Project Implicit website interface. At the top left is the Project Implicit logo, which consists of a blue square containing a white silhouette of a person with arms raised. To the right of the logo is the text "Project Implicit®". Below the logo and text is a dark navigation bar with white links: "LOG IN", "TAKE TEST", "ABOUT", "EDUCATION", "BLOG", "HELP", "CONTACT", and "DONATE".

Below the navigation bar, there is a list of six IAT tests, each with a blue button on the left and a text description on the right:

- Gender-Career IAT**: *Gender - Career*. This IAT often reveals a relative link between family and females and between career and males.
- Gender-Science IAT**: *Gender - Science*. This IAT often reveals a relative link between liberal arts and females and between science and males.
- Religion IAT**: *Religion ('Religions' IAT)*. This IAT requires some familiarity with religious terms from various world religions.
- Asian IAT**: *Asian American ('Asian - European American' IAT)*. This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
- Weapons IAT**: *Weapons ('Weapons - Harmless Objects' IAT)*. This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
- Presidents IAT**: *Presidents ('Presidential Popularity' IAT)*. This IAT requires the ability to recognize photos of Joseph Biden and one or more previous presidents.

How are unconscious bias, microaggressions, and stereotype threat connected?

- Unconscious bias can result in microaggressions.
- Microaggressions can trigger stereotype threat in others.



Poll 2
Activity:
When have you experienced either microaggression or stereotype threat?
Type in the chat your responses.



CRT is Multi-Dimensional

- Societal: Equity, Justice, Inclusion
- Neurological: Learning facilitation
- Personal: Self-reflection and Awareness
- Instructional: Classroom Practice

Essence of CRT



FACILITATE LEARNING



**HELP STUDENTS DEVELOP THE ACADEMIC
MINDSET AND ACHIEVE SUCCESS**

Facilitate Learning Through “CRT Principles”

- Know Your Students
- Connect With Your Students
- Let Them Know You Care
- Create a Comfortable Learning Environment
- Create a Strong Classroom Community
- Build Students’ Confidence
- Vary Your Teaching Styles
- Connect Learning to Students’ Lives
- Provide Multiple Avenues to Success

CRT Principle: Create a comfortable learning environment

- Simple steps: smile, humor, learn names quickly
- Build classroom community
- Be approachable, relatable, encouraging, patient, etc.

CRT Principle: Build Confidence

- Scaffolding
- Start simple, then progress to more complex, difficult skills and material
- Provide strategies and resource
 - Models and Samples
 - Additional practice exercises

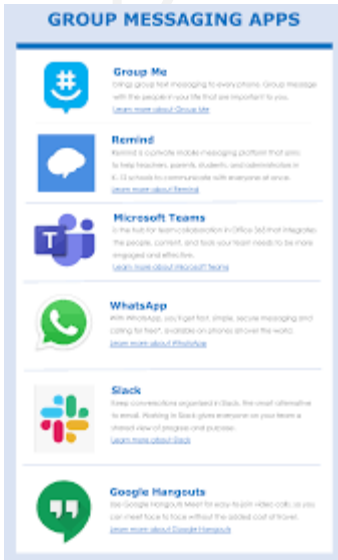
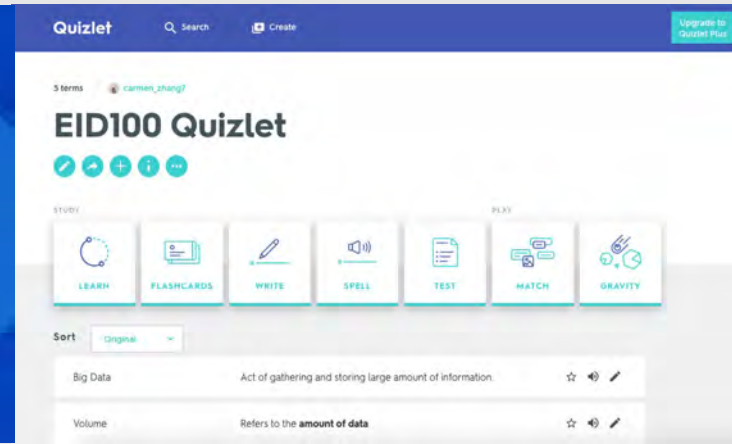
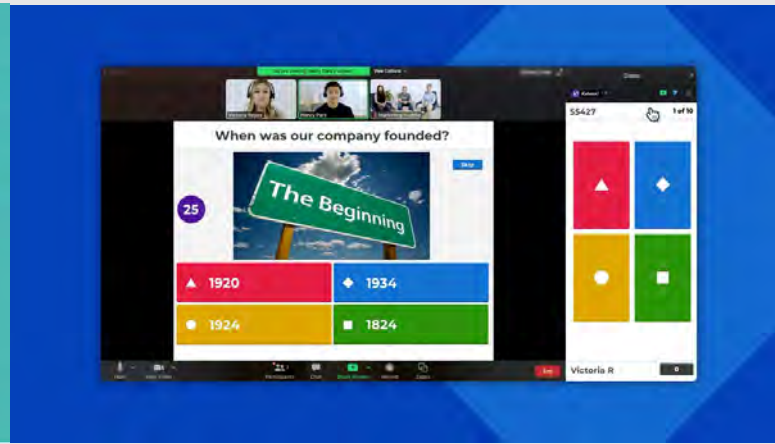
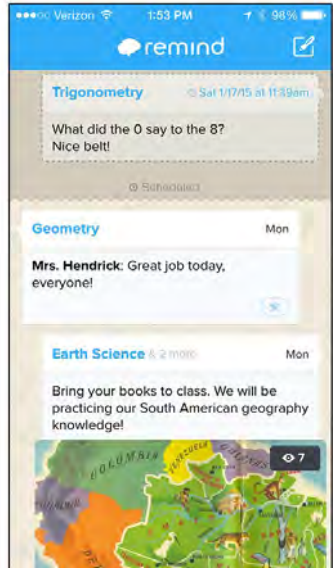
*** set high standards and help students meet them

Poll 3: Which of the following principles are the most difficult to implement in SRT?

Technology Apps and CRT Principles

Of the apps you are using now, which ones best support these principles? Put your answers in the chat.

- Create a Strong Classroom Community
- Vary Your Teaching Styles



Technology Apps and CRT Principles (examples)



Create a Strong Classroom Community

- Group Me / Remind
- Zoom Chat
- MS Teams

Vary Your Teaching Styles

- Learning / Game Apps (e.g. Kahoot, Socrative, Quizlet)
- Zoom Polls, Whiteboard, Breakout Rooms

Poll 4

Activity: put in the chat the name of the other apps that you use and how you are using them in your classes

“Cultural Factors” affecting learning

- Ethnicity and race
- Age / generation
- Gender
- Interests
- Previous educational experiences
- Preferred communication style
- Family / Work situations
- Disability
- Etc.

The Meaning of “Culture” in CRT: “cultural factors” specific to SRT (remote teaching)

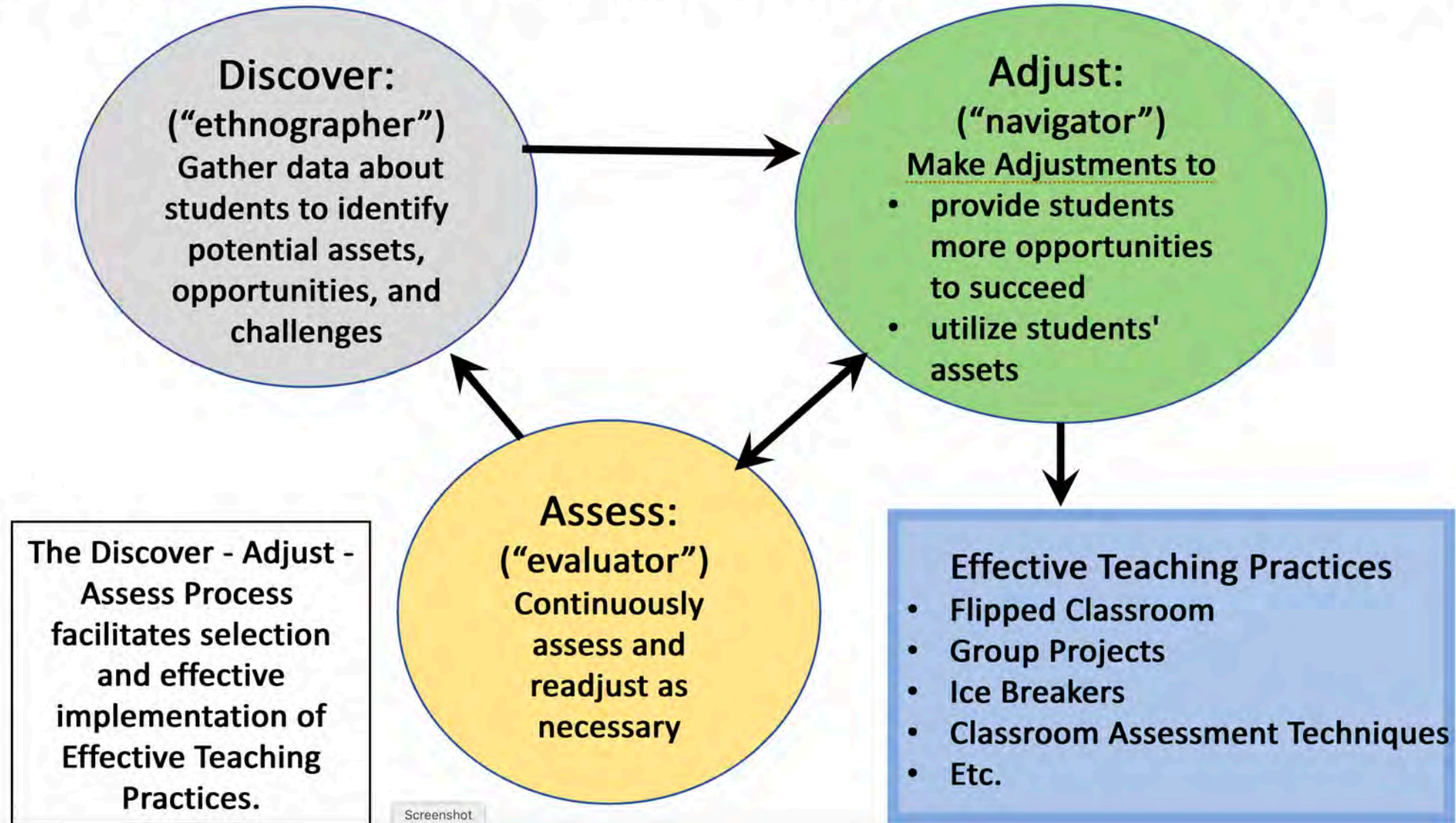
- Previous experience with technology
- Living/Home Environment
- Access to technology
- Access to Internet and WIFI
- Others?

Culturally Responsive Teaching(CRT): A Definition

“Utilize information about our students’ backgrounds and learning to tailor instruction in ways that increase their opportunities for success.”

(MC Teaching to Increase Diversity and Equity in STEM Grant Project, 2014-2017)

CRT in the Classroom: “Discover - Adjust – Assess” Process



”Discover” Your Students

We need to “discover”...

- who they are.
- how well they are learning.

Tools (examples)

- Surveys ("Getting to Know You" Survey)
- Office hours
- **One-minute paper**

"Discover" your students learning Classroom Assessment Techniques(CATs): One-Minute Paper (Anonymous survey)

1. What was helpful or useful in today's class?
2. What was confusing or difficult to understand in today's class?
3. What would you help you better understand today's class?

**NOTE: Anonymous surveys can be created in Blackboard
(Tools->Tests/Pool/Surveys->Survey)**

“Discovering” Our Students in the Remote Teaching Environment

How do you “Discover” your students in the remote teaching and learning environment (SRT)?

Activity: Post your responses in the chat.

Example Scenario

Your students are attending class meetings, but a sizeable group of them often submit their assignments late and sometimes not at all.

Instructions:

- You will be working in groups in break-out rooms.
- What is the main problem(s) in this scenario?
- In your group identify several specific actions or strategies to address these problem(s).
- Advice: Use the CRT Principles to help you identify these actions or strategies.
- Report back the actions or strategies and CRT Principles.

Examples Scenario Solutions/Discussion

- Know Your Students (“Discover”)
 - Check your Start-of-Semester Survey Results: work schedules,
 - Check your students' technology survey results
 - Check their previous academic history (Student Advisory Report on MyMC)
 - Create a tailored “one-minute paper” for the next several assignments (to identify issues students are having)

Example Scenario Solutions/Discussion

Connect With Your Students

- Tell stories of times when you were a student and were having similar problems



Breakout Session 1

Scenario 1

A small group of students is consistently coming to class late and does not seem engaged in discussions and other class activities on Zoom/Collaborate. What should the professor do in this situation?

Instructions:

You will be working in groups in break-out rooms.

- What is the main problem(s) in this scenario?
- In your group identify several specific actions or strategies to address these issues.
- Advice: Use the CRT Principles to help you identify these actions or strategies.
- Report back the actions/strategies and related CRT Principles if any.



Team Reports



Scenario 1

A small group of students is consistently coming to class late and does not seem engaged in discussions and other class activities on Zoom/Collaborate. What should the professor do in this situation?

Report back the actions/strategies and related CRT Principles if any.



Breakout Session 2

Scenario 2

Your students are doing very well with attendance, class participation, and homework submission. However, half of the class just failed your high stakes mid-term. Now, you are worried that it may be too late for these students to turn things around and pass the class.

Instructions:

You will be working in groups in break-out rooms.

- What is the main problem(s) in this scenario?
- In your group identify several specific actions or strategies to address these issues.
- Advice: Use the CRT Principles to help you identify these actions or strategies.
- Report back the actions/strategies and related CRT Principles if any.



Team Reports



Scenario 2

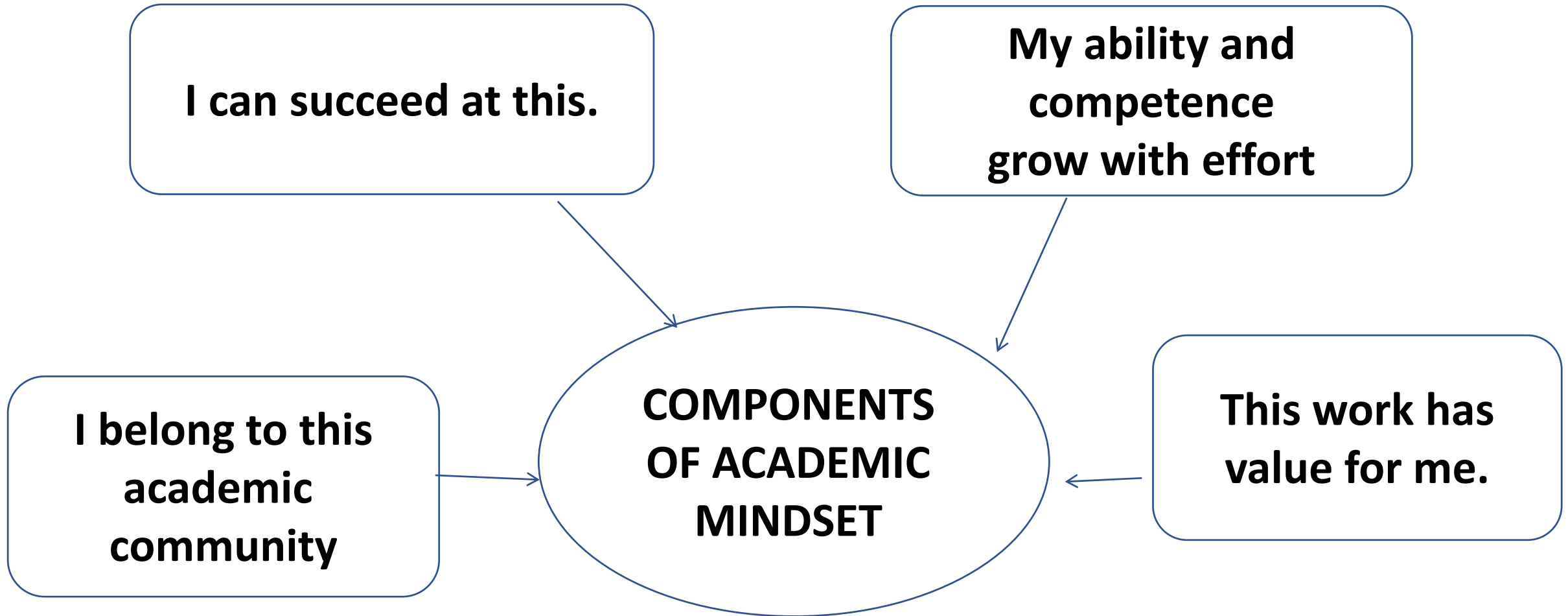
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Report back the actions/strategies and related CRT Principles if any.



Wrap Up

The Student's Academic Mindset



(Hammond, 2015)

Online Teaching Principles (Levy, 2021)

Principle 1 – Be student-centered

- Get to know your students
- Build community
- Understand your students' circumstances

Principle 2 – Plan for active learning

- Design for engagement in live classes
- Design for engagement outside of your live classes

Principle 3 – Begin with the end in mind

- Establish your learning goals
- Use your learning goals to design your class

Principle 4 – Use online teaching to its comparative advantages

- Do things to leverage the comparative advantages of online live classes
- Do things to address the disadvantages of online live classes

Principle 5 – Teachers are made, not born

- Practice a lot
- Observe others teach
- Experiment and learn from your experimentation

2nd edition

Teaching Effectively with Zoom

A practical guide to engage
your students and help them learn



Dan Levy

Challenges in Applying CRT in SRT

- **How do I do all of this???**
- **Time, time, time !!!**

Tips:

- Don't expect to become a "master" CRT practitioner overnight
 - *CRT is continuous process with many bumps*
- Use Classroom Assessment Techniques (e.g. "one-minute paper")
 - Quick and efficient ways to gauge students' learning
- Form a community with other educators
 - Share with and support each other

CRT Misconceptions or “Partial Truths”

- CRT is just about connecting our students’ cultures to course content.
- We need to be knowledgeable about all of our students’ ethnic backgrounds to practice CRT.
- CRT is just about applying best teaching practices

A Few Important Points to Remember

1. CRT is a continuous process.
2. Practicing CRT involves hard work.
3. CRT is a mindset.

Questions



Contact Information

[http://cms.montgomerycollege.edu/mctides/
tides@montgomerycollege.edu](http://cms.montgomerycollege.edu/mctides/tides@montgomerycollege.edu)

Dr. Alla Webb

Prof. Ray Gonzales



And the
winner is...

Thank You

Love of Teaching Committee

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Phil Bonner
Elizabeth Feldman
Eric Grosse
Paul Miller
Nghì Nguyen
Mary Philbin
Alison Yu

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